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ABSTRACT

To help define the role of instructional television in arts education as background information for AIT's Art Project, a sample of 12 state and three provincial level arts educators were asked to complete a questionnaire. Sixteen open-ended items were divided into three categories--curriculum, students, and teachers; some called for quantifiable responses, while others required narrative, qualitative responses. Individual responses from the 12 completed questionnaires are reported for each question. Appendices include the names and addresses of the educators contacted for the survey, names of individuals who were notified that the survey was to be conducted, and a copy of the State Arts Education Questionnaire and cover letter. (CMV)

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This report is part of the background research for AIT's Arts Project. The Project is an exploration of television's role in the range of arts as they are dealt with in schools. The Project is supported with funds from Exxon Corporation. This research was conducted and written by Paul Schneller, a consultant to AIT.

Research Report 62

The Status of Arts Education
in the Public Schools

January 1978

Agency for Instructional
Television
Box A
Bloomington, Indiana 47401

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THE STATUS OF ARTS EDUCATION IN THE PUBLIC SCHOOLS

To help define the role of instructional television in arts education, we felt it necessary first to try to describe the status of arts education itself. We decided to contact a sampling of arts educators at the state and province level, people who would (or should) be able to provide us with relevant information and who would also be able to offer informed opinions. (We also tried to locate surveys, reports, etc., containing arts education statistics and other descriptive information; there is little readily available data on the state or national level, but some of what we could find appears within this section.)

With the help of the National Association of State Directors of Arts Education, we selected twelve state- and three province-level educators. These were not random selections, and so may not represent all states and provinces. We called each educator, explained the nature of our project, and asked each to complete a questionnaire of sixteen open-ended items. All agreed to participate. Questionnaires were mailed, and follow-up calls were made by AIT after about ten days to check on receipt of the questionnaires and encourage rapid completion. Twelve questionnaires were completed and returned. With the questionnaire, a $25 honorarium was offered to each educator as a token of AIT's appreciation; about

one-half of our sample declined the offer. Those accepting returned a completed honorarium form with the questionnaire.

The sixteen questions were divided into three categories: curriculum, students and teachers. Some questions called for quantifiable responses; others required narrative, qualitative responses. We expected (and received) many educated guesses, rather than hard data. Some respondents seemed to have excellent information storage and retrieval systems, while others either had scanty information or limited access (and time) for data collection. As a result, we have a wide range of detail and reliability in our responses.

Here is a brief summary of our findings:

Concerning the Arts Curriculum

- Only three of the twelve respondents had specific state-mandated requirements for student attendance in any arts courses; these were for art and music, usually expressed in minutes per week. Only one of the three had an arts graduation requirement; all other requirements were at the elementary and junior high levels. Seven respondents noted that arts courses (usually only music and art) must be "offered" or "taught." Two states had no arts requirements for either students or offerings at any level. In most cases, no change is expected in current status.

  A 1976 survey for The Arts, Education and Americans project found 39 states required art be taught K-6. Only 9 required secondary level arts courses be taught; only 1 required it for graduation.

- In the average high school, among six respondents, the ratio of arts courses to total courses varies greatly only in music and art. In music, ratios range from about 7:1 (questionable) to 34:1. In art, ratios range from 15:1 to 25:1. In theatre, all ratios indicate very few theatre courses: 50:½, 75:1, 100:1, 80:1, 90:1/3. Dance courses, as expected, occur even more infrequently than theatre courses, and multi-arts courses lowest of all: as low as 1 in 400 courses. Half the respondents could offer no data at all.

- Five respondents did not mention any innovative arts education programs now implemented by their states. Of the seven who did describe innovative state programs, few were state-wide.

Most were local (one school or district or one city) or multi-county projects funded by agencies other than the state itself. The use of the arts in basic education was mentioned several times, as was the "Artists in the Schools Program." In-service programs were also mentioned several times.

- The multi-disciplinary or integrated approach is generally uncommon. When mentioned, it was usually in relation to one or two schools or pilot sites. Only three states indicated any extensive use of the approach.

- Suprisingly, only three states have experienced arts curriculum cutbacks over the last five years. All others are either holding their own or have grown. Half of the respondents expect growth over the next five years, while only two expect decreases in the arts curriculum.

- In general, respondents provided materials indicating extensive efforts on state arts curricula and objectives, but primarily in music and visual arts--theatre, dance, multi-arts and aesthetics received less attention. Several states had detailed plans and guidelines for distinct grade levels, including desired student behaviors, suggested conceptual approaches and use of learning materials. Only one respondent replied that her state had no written curriculum statement, mainly because their approach was to prepare curricula on a local basis.

Concerning Students

- Student populations are expected to decline over the next five years in about half the states and provinces responding. Only three respondents expect any population increases, while the remainder forecast stability or did not offer an opinion.

- In almost every responding state and province, 90-100% of all high school students have elective music and art courses available to them. The range of availability of elective theatre courses is much greater: from 3% (or possibly less) to 70 or 80%. But most often, availability is below 30%. Dance elective courses are even more unavailable; generally under 10%. Multi-arts courses are generally very low or nonexistent.

- The bulk of high school students makes little use of elective arts courses. Of those respondents offering data or guesses, most indicated a range of 10-30% enrollment for music, 5-30% for art, .09-10% for theatre, and .3-7% for dance. Of the four states reporting multi-arts course availability, only one showed any significant enrollment in multi-arts elective courses, 10-15%, reflecting that state's long-standing support of such multi-arts efforts. Half the respondents said that current enrollments in elective arts courses were increases

over the last five years, and about one-third of all respondents felt that enrollments would increase over the next five years. However, half offered no opinion on future enrollments. Only one province forecasted possible decline in enrollments.

It is interesting to note the 1976 survey for The Arts, Education and Americans could not obtain data on student enrollment in arts courses from 39 of 43 states.

Concerning Teachers

- Only four respondents ventured a guess on the growth in numbers of teachers at the elementary and secondary levels. Three forecast decreases over the next five years, one of those at the secondary level. Only one expected a "slight" increase, that in elementary teachers.

- There is rarely more than one subject matter specialist at the state level for each of the arts. In most cases, there is a music person and an art person. Where there is a theatre position, it is part of language arts or English; dance positions (and they were mentioned only three times) are in physical education. Only one state has more than one position in any of the subject areas--three in music, two in art. In general, these specialists have K-12 responsibility for planning, in-service training, curriculum development, evaluation and accreditation.

  The paper from The Arts, Education and Americans work, previously quoted above, found the following:

  Eight states had no arts educators at the state staff level. Eight did have at least one such person, and 25 others had two or more. Only one state was sure of expanding its staff. In states having one or two arts supervisors or consultants, virtually all represent either the visual arts or music.

- Most states have few district level arts directors (supervisors, coordinators), either for combined arts or individual arts. Where directors exist, the percentages range from 2% to 30% in the individual subjects, with none in theatre, and dance as the rule. There was one major exception, a state with a music and an art director in at least 98% of the school districts. A few respondents expect some increases.

- Most states have detailed certification requirements for art and music specialists. Frequently, however, there are no specialists accredited at the elementary level. There are fewer requirements, in general, for theatre/drama specialists, and these are usually part of speech. Dance requirements were rarely mentioned, as were multi-arts. In general, additional coursework is required for certification beyond the elementary level (K-8 or 9).

- The ratio of certified arts specialists to students is usually highly disproportionate. On the elementary level, it is frequently 300 or 400 to 1 (or worse) for music, 500 or 600 to 1 (or worse) for art; on the secondary level, ratios drop somewhat: 200 or 300 to 1 for music, 300 or 400 to 1 for art. At both levels--elementary and secondary--pupil/teacher ratios for theatre and dance are always in the thousands to one range.

  (In the 1976 Arts, Education and Americans survey, 36 states could not provide data on the number of arts teachers in the state. Our results seem to indicate a somewhat improved data availability across the country.)

- Only five respondents provided information on certification of non-specialists who teach arts at either the elementary or secondary level. In all these cases, non-specialists are required to have very few credits in an arts area--from 3 to 6 hours is the range, with one exception: one state distinguishes between self-contained and non-self-contained classes, and for the latter requires 20 hours to teach music or art. Requirements were noted for theatre in only one case; the only mention of dance requirements was as part of a 4-hour physical education requirement. Several respondents indicated that non-specialists may not teach arts at the secondary level.

QUESTION 1. WHAT ARE YOUR STATE'S ARTS EDUCATION REQUIREMENTS FOR STUDENTS AT THE ELEMENTARY LEVEL? SECONDARY LEVEL? HOW DOES THIS DIFFER FROM FIVE YEARS AGO? DO YOU ANTICIPATE SPECIFIC CHANGES OVER THE NEXT FIVE?

Kentucky

No student requirements at any level; both elementary and middle schools' curricula "shall include" fine arts (art, music and dramatics); secondary school curriculum "shall offer" a minimum of three art and three music courses for a 4-year high school, and two of each for a 3-year high school; respondent notes a recommended 120'/week for art/music.

Mississippi

No student requirements; pending legislation may lead to proposal of requirements.

Ohio

Elementary--1/5 day required for art, music, physical education (interpreted as approximately 60'/week for each). Junior high--art and music: 1 year required (interpreted as approximately 80'/week each); 2 years of electives in each must be offered. Senior high--no student requirements; 160 clock hours of each (music and art) must be offered as electives.

There has been no change over the past 5 years, and little anticipated for future, although senior high offerings may go up.

South Carolina

Elementary--75'/week in fine arts; music is required. Grades 7-8--250'/week for at least 9 weeks and offered all 36 weeks for fine arts; music must be offered as an elective. Secondary--Two fine arts courses must be offered; music must also be offered as an elective.

There were no minute requirements or middle grade requirements 5 years ago. There may be growth in drama at middle and senior high levels, possibly dance, over next 5 years.

Utah

Elementary--art and music must be taught, but "the law is never enforced." "Teachers by and large do what they want to unless their principal takes some action in favor of a particular text, guide or instructional system." Junior high--1/2 unit in art and music required "to be taught." Senior high--art and music must be offered.

There has been no change over last five years, and no requirements change anticipated (although new state courses may be implemented).

Oregon

No student requirements at any level; music and art must be offered K-8, may be offered 9-12.

Ontario

No student requirements at any level; drama, music, visual arts and perception/expression must be offered K-6, may be offered 7-12.

The arts were treated less seriously in elementary grades policy 5 years ago. There should be growth in in-service arts courses, particularly drama and creative music.

Iowa

No student requirements at any level; music and art must be taught 1-6, may be taught at the secondary level; fine arts units or partial units (art, music, dramatics) "shall be taught" grades 9-12.

There has been no change over last 5 years, and none anticipated.

Wisconsin

No student requirements at any level; art and music "shall be provided" for all students, grades K-6, and "shall be available" 7-12 (Note: art and music are two of only four subjects mandated by state law, the other two being health and physical education).

Law was enacted August 1973; compliance auditors being eliminated, so "future compliance might not be as zealous."

Virginia

No student requirements at any level.

Pennsylvania

Elementary (K-6)--one "planned course" in each of art and music each year. Junior high (7-9)--one "planned course" in each of art and music equal to 72 clock hours (3/5 unit) in any course or time configuration. Senior high--No requirements; various art, music and related arts courses "must be offered."

Missouri

Elementary--60'/week each for art and music; taught by teacher with subject matter certificate, or regular elementary teacher supervised by subject matter certified specialist. Middle/junior high--"available" for at least two periods per week. Secondary--one unit in fine arts required for graduation; local districts often require more.

Certification requirement is new since five years ago; no changes expected.

QUESTION 2: WHAT IS THE AVERAGE HIGH SCHOOL'S RATIO OF TOTAL COURSES TAUGHT TO ARTS COURSES TAUGHT? PLEASE BREAK THEM DOWN: ALL SUBJECTS:MUSIC, ALL SUBJECTS:ART, ALL SUBJECTS:THEATRE, ALL SUBJECTS:DANCE, ALL SUBJECTS:MULTI-ARTS. HAS THIS CHANGED OVER THE LAST FIVE YEARS? WILL IT CHANGE OVER THE NEXT FIVE?

Kentucky

4-year comprehensive high school: music, 47:3; art, 47:3
3-year comprehensive high school: music, 40:2; art, 40:2
4-year standard high school: music, 37:2; art, 37:2
3-year standard high school: music, 34:2; art, 34:2

These ratios reflect minimum programs across 11 state-approved curriculum areas. Total course offerings may unbalance the ratios even further.

Mississippi

No data.

Ohio

Music, 50:2; art, 50:2; theatre, 50:¼; dance, 50:¼; multi-arts: 50:1/8.

Art courses have increased over the last five years, while the others have remained stable. Multi-arts may go up in the future.

South Carolina

"Almost all high schools offer art and music"; 30 of 293 high schools offer drama; no formal dance or multi-arts courses; growth anticipated in drama, maybe dance.

Utah

Music, 34:1; art, 24:1, theatre, 75:1; dance, 114:1; multi-arts, 370:1 (the only courses that might qualify are humanities courses).

No past data nor projects available, but respondent believes music has declined and other arts grown during last 5 years--especially dance, and expects more of same with "unusual growth in photography and filmmaking."

Oregon

No data.

Ontario

No data.

Iowa

Music, 4.16%; art, 6.94%; theatre, 1.38%.

There are no multi-arts courses taught in the state, and dance is taught as a separate course in only one high school. No data from five years ago. Some increase in music from 1973-74 in average size high school, but more than half of state's school districts have less than 1,000 enrollments, are declining in size, and are offering fewer arts courses.

Wisconsin

Of 436 school districts, there are 2,274 music courses offered, 3,260 art courses (including crafts such as metalwork, jewelry, pottery, ceramics, printmaking, textiles), 274 theatre/dramatic arts courses, 151 dance courses, 118 graphic arts courses. No data on course ratios.

Virginia

No data on course ratios; art and music are basic in most high schools; theatre is usually extracurricular; few, if any, dance courses.

Pennsylvania

Music, 80:6; art, 80:4; theatre, 80:1; dance, 80:1; multi-arts, 80:1.

There has been a "definite increase" in arts courses, which will continue.

Missouri

Music, 90:12; art, 90:5.5; theatre, 90:.3; dance, 90:.1; multi-arts, 90:.1.

Little change over past five years, little change expected.

QUESTION 3: HAS YOUR STATE RECENTLY IMPLEMENTED (OR DO YOU PLAN TO IMPLEMENT) ANY UNUSUAL AND INNOVATIVE ARTS PROGRAMS FOR THE SCHOOLS?

Kentucky

No special mentions--just general statement: "The Division of Program Development encourages experimental projects."

Mississippi

Four innovative arts programs noted--three that "correlate" music and/or art with the basic curriculum and one for perceptual training through art.

Ohio

"We hope to begin demonstration sites which focus on the arts."

South Carolina

The Arts in Basic Education Program for elementary levels, Arts in Migrant Education, Gifted, et. al.

Utah

Experimental program at one elementary school in Provo. Was an in-service base to help teachers become self sufficient "so they won't have to rely on specialists so much." Treats arts as separate disciplines, as integrated arts and as tools for teaching other skills. If successful, three new projects will be sponsored next year.

Oregon

Project Impact in Eugene. Core curriculum is composed of art, music, dance and drama--all other subjects support the core.

Ontario

"Artists in the Schools" Programs have existed for a few years.

Iowa

"Artists in the Schools" Program is well-received by educators. "In-Touch" program emphasizes affective development through creative dramatics in one elementary school in Ames. One school system has an interdisciplinary

arts team for inservice training and curriculum design "so that arts are an integral part of the teaching/learning process." Art, music and physical education teachers at one school have developed an interdisciplinary program. Integrated arts and interdisciplinary programs will be promoted over next five years.

Wisconsin

Respondent mentioned only college-level interdisciplinary programs.

Virginia

"There are few innovative arts programs throughout the state as a result of federal grants."

Pennsylvania

Respondent described six programs: Pennsylvania Arts and Special Education Program for handicapped, retarded, unusually bright or gifted, emotionally disturbed--statewide; Pennsylvania Governor's School for the Arts for talented tenth and eleventh graders, including blind and deaf--summer program; Pennsylvania Comprehensive Arts in Education program for curriculum development, teacher training and community resource identification and use--statewide; The Imaginarium, sponsored by Carnegie Institute and Museum of Art for primary school age; Philadelphia High School of the Arts secondary arts program; The Arts in Education Program of I.U. 10, bringing arts education activities to three counties, espeically elementary schools.

Missouri

None at state level.

QUESTION 4: TO WHAT EXTENT IS A MULTI-DISCIPLINARY OR INTEGRATED APPROACH USED IN ARTS EDUCATION ON THE ELEMENTARY LEVEL? SECONDARY LEVEL? WILL THIS CHANGE OVER THE NEXT FIVE YEARS?

Kentucky

More is used in the elementary schools; perhaps 50% of classroom teachers do some projects during the year.

Mississippi

Depends on school district and innovativeness of teacher. More done in past few years because state arts consultants have done workshops on integrated arts; state department of education has made videotapes for in-service use.

Ohio

Not too many approaches yet; most at elementary and junior high. Expect more at all levels in future.

South Carolina

Arts in Basic Education program for elementary levels, integrated with reading, math, social studies and science--several pilot sites; curriculum writing underway.

Utah

One school at elementary level--none at secondary level. Some integrated arts in humanities programs across the state. Some growth expected over next five years.

Oregon

Two districts at the elementary level--none at secondary.

Ontario

"Very little" at either level. No significant change foreseen.

Iowa

Two projects, both at the elementary level--none at secondary level. More expected in next five years.

Wisconsin

Limited implementation at elementary level. Magnet schools in Milwaukee and Racine stress arts as learning core. Growing interest but no prediction--no state mandate or guidelines.

Virginia

Used to some extent on elementary level; depends on classroom teacher and availability of arts specialist. Little being done on secondary level, but some federally funded pilot programs exist.

Pennsylvania

This is a popular approach in Pennsylvania. Extensive program designed in late 1960s, but difficult to determine extent on elementary level. Easier to spot on secondary level (course titles and descriptions), plus related arts are required to be offered. However, most interdisciplinary success seems greatest at elementary or middle school (6-9), due to "general education orientation of those areas as opposed to the categorical or specific orientation of most secondary schools." Future increases expected in related arts, dance, theatre, media, etc., at secondary level and especially at middle or junior high school.

Missouri

Extent varies from school to school, depending on staff. No change expected.

QUESTION 5: HAS THE ARTS CURRICULUM IN THE STATE PUBLIC SCHOOLS BEEN CUT BACK OVER THE LAST FIVE YEARS? WHAT DO YOU FORESEE OVER THE NEXT FIVE?

Kentucky

Has remained stable due to accreditation standards.

Mississippi

Has increased every year, and will continue "because of increased knowledge of school administrators about the needs for the arts in education." Pending legislation will add further boost in arts programs.

Ohio

Visual arts--fairly steady over last five years; some recent staff reductions at elementary level, but budgets remain steady. Music--staffs have been reducing over past five years, with some budget reductions.

South Carolina

"No significant cutbacks" have taken place. Art and music personnel have tripled over last five years; anticipate steady growth.

Utah

Some decline in music courses, arts in supervisory and specialist jobs, but leveling off; may be some return to former condition. Significant increase in dance, creative dramatics and special offerings (piano, guitar, photography, ceramics, fabric design, jewelry-making). More expansion expected in all these areas.

Oregon

No curriculum cutbacks. Some elimination of district arts specialists. Expect slight increase in arts education in next five years.

Ontario

"It has increased," but declining enrollments may have an effect.

Iowa

Increased from 72-73 to 76-77; decreased this year. Due to budget cuts and decreased enrollments, arts will probably shrink during next five years.

Wisconsin

Offerings have increased: photography, filmmaking, environmental aesthetics, dance, artist-in-residence programs in visual arts, music, poetry, architecture/city planning, as well as traditional programs. Trend should continue, thanks to strong state-level support and state plan for arts education.

Virginia

No cutback--maybe some ground gained. Hope for continued growth.

Pennsylvania

Some specialist staff cutbacks at elementary level, since classroom teacher can do art and music. Some supply budget cutbacks. These seem to be leveling out. Reductions usually follow enrollment decreases.

Missouri

No cutback--117 of 560 school districts have added a qualified art teacher and 96 added a music teacher since 1974. No drastic cutbacks seen in next five years.

QUESTION 6: IS THERE A WRITTEN STATEMENT OF YOUR STATE'S CURRICULUM OBJECTIVES FOR ARTS EDUCATION (OR ANY OF THE INDIVIDUAL ARTS)? IF YES, MAY WE HAVE A COPY? IF NO, CAN YOU MAKE A PERSONAL STATEMENT OF THE OBJECTIVES, AS YOU SEE THEM?

Kentucky

Respondent supplied two references: Program of Studies for Kentucky Schools, Grades 1-12, approved by the State Board of Education May 20, 1975, and Art Education Guidelines, 1976. The first contains course descriptions and program requirements for art and music--but none for dance and theatre. The second pertains only to visual arts: drawing and painting, graphics, constructions, ceramics, fabric design, communication media, architecture, art and environment and displays. It contains (among other sections) general goals and objectives, the roles of administrators, parents and teachers, descriptions of the art program and the design concepts to be developed, a variety of learning activities for these concepts, and expected outcomes for the graduated senior high school student.

Mississippi

Respondent submitted three Xeroxed pages: one stating the purpose of elementary art education, and the other two statements of purpose for elementary and secondary music education (both were parts of introductions to a bulletin which was not supplied by respondent). No material was submitted on dance or theatre. All materials were directed at teacher.

Ohio

Respondent submitted The Ohio Plan for Comprehensive Arts in Education and Guidelines for Planning Art Instruction in the Elementary Schools of Ohio. The first is as yet unofficial; it is a plan to make all arts experiences central in education in Ohio. It contains general statements and specific objectives and tasks on curriculum development, teacher education and certification, minimum standards for school arts programs, in-service education, research and curriculum-related arts resources. It also contains supporting statements of objectives tasks covering philosophical, administrative and legislative thrusts. The Guidelines, about 150 pages, are for the visual arts and were written in 1970. They cover goals, related content, content selection and lesson design, preparation of instructional units, long-range planning, evaluation and resources. A secondary art guide is close to distribution, while a music guide is in preparation, due this year. No mention was made of theatre or dance guidelines.

South Carolina

Comprehensive Arts Planning Guide (approximately 160 pages) contains four major sections: Arts Planning, Arts in Basic Education, Specialized Arts

and Community Arts Resources. It is not so much a curriculum statement as an encouragement of planning. Much of it is reprints of JDRIII and other materials.

Utah

Respondent states that art and music curriculum objectives are available now, while other areas will be in a year or two. Utah's comprehensive plan for arts education, A Meeting of the Minds, was prepared in October 1977 by the Utah Alliance for Arts Education and the State Board of Education. It presents a rationale, a proposed arts program (with goals and expected outcomes), the current state of arts education in Utah, and the needs to meet (with a plan of work to meet those needs).

Oregon

The Elementary-Secondary Guide for Oregon Schools contains approximately two pages for each of music and art--nothing on theatre or dance. It describes the purpose of music (art) education, suggested goals (general statements of student abilities) and suggested features of the subject matter curriculum. The music section subdivides suggested features by three grade groupings: primary and intermediate, middle and junior high school, and high school.

Ontario

Respondent submitted three copied sheets from a policy statement, The Formative Years, covering primary and junior divisions. All statements were continuations of the stem, "The Child in the Primary and Junior Divisions will be given opportunities to...". The statements covered perception and expression, drama, music, visual arts and physical education.

Iowa

There is no written statement of curriculum objectives for arts education in Iowa. The Department of Public Instruction consults with school districts to design individualized curricula. Respondent quoted goals of Alliance for Arts Education in Iowa as coming very close to the goals for arts education in the schools. These are general statements having little to say about student outcomes or curriculum content.

Wisconsin

This respondent submitted the most detailed curriculum guides in art and music (K-12) of all respondents. In addition, respondent supplied several other publications indicating extensive curriculum efforts in arts: Organizaing the Environment for Art Instruction, grades K-12, Aesthetics

and Environmental Education--A Multi-Disciplinary Resource for Curriculum Development, and the Wisconsin Alliance for Arts Education's Comprehensive State Plan. The latter is not limited to public instructional efforts, and is more of an action agenda. But it does call for establishment of the arts as part of basic education and suggests activities to reach that end.

Virginia

Arts Education, a 24-page brochure published in June 1977 by the Department of Education, contains (among other things) brief statements of what public education in dance, music, theatre and visual arts should help students do. For each subject, specific student abilities are listed as desirable outcomes, with recommendations for conditions and programs to help achieve these goals.

Missouri

State educational objectives include a grouping for aesthetic sensitivity (covering visual arts, music, drama, photographic media, literature and dance), stated in terms of student behavior and ranked in importance. Other arts objectives are scattered among other groupings such as intellectual, physical, social and career development.

QUESTION 7: HOW MANY ELEMENTARY PUBLIC SCHOOL PUPILS ARE ENROLLED IN THE STATE? SECONDARY SCHOOL? WHAT WILL ENROLLMENTS BE LIKE FIVE YEARS FROM NOW?

Kentucky

K-8: 471,778 (1976-77)

7-12: 276,294 (1976-77)
284,901 (1971-72)

Decrease in high school population expected during next five years.

Mississippi

elementary: 277,132

secondary: 224,893

Increase expected in all levels.

Ohio

K-8: 1,407,287

9-12: 733,050

Enrollments have declined by approximately 2% since 1972, but are leveling off.

South Carolina

elementary: 342,117

secondary: 236,157

Generally stable statewide.

Utah

elementary: 168,428

secondary: 146,043

Expect approximately 10% growth by 1982-83.

Oregon

K-8: 307,015

9-12: 134,120

Will go down slightly.

Ontario

elementary: 1,360,085 secondary: 613,055
trainable retarded: 7,009

Secondary enrollments are declining.

Iowa

elementary: 306,345 (1977-78) secondary: 282,415 (1977-78)
258,300 (1982) 238,100 (1982)

Wisconsin

elementary: 501,498 secondary: 416,365

State birth rate is declining, but population is static.

Virginia

elementary: 706,954 secondary: 436,044

Missouri

elementary: 693,612 secondary: 333,214

A slight increase is expected in five years.

Pennsylvania

elementary: 1,093,578 secondary: 1,100,095
913,800 (1981) 944,300 (1981)

QUESTION 8: WHAT PERCENTAGE OF HIGH SCHOOL STUDENTS HAVE ELECTIVE COURSES AVAILABLE TO THEM IN: MUSIC, ART, THEATRE, DANCE, MULTI-ARTS? (NOTE: PLEASE DISREGARD ANY COURSE PREREQUISITES.) HAS THIS CHANGED OVER THE LAST FIVE YEARS? WILL IT CHANGE OVER THE NEXT FIVE?

Kentucky

All high school students can elect art and music. Opportunities have increased due to accreditation and student demand, and there should be greater increases in the next five years.

Mississippi

Of the 384 high schools in the state, 194 offer art, 340 offer music, 2 offer dance, and 5 drama. This has been an increase, and will continue.

Ohio

Art and music, 100%; dance, 5%; theatre, 30%.

South Carolina

Band, almost all; art, 90%; drama, 10%; dance, 0%; multi-arts, 0%; chorus, 90%; strings, six districts.

Utah

Art and music in almost every school; drama, 17 of 20 schools; dance, 4 of 10; multi-arts (humanities), 3 of 20. Art, theatre and dance are more readily available than five years ago; this trend should continue, eventually including music and multi-arts, since state superintendent endorses growth.

Oregon

Music, 100%; art, 90%; theatre, 25%; dance, 1%; multi-arts, 0%.

Ontario

Music, theatre and art are available to everyone; dance and multi-arts to a lesser extent.

Colorado

There is some form of music and art taught in each high school in the state, but due to scheduling and/or negative advice from guidance counselors not all students can arrange to enroll in an arts course. Theatre--3% of high schools for credit; extracurricular in many cases. No multi-arts courses are offered. Dance is part of physical education, except in one high school.

Wisconsin

Music and art, 100%; theatre, 274 districts of 436; dance, 151 districts of 436.

Virginia

Music, 90-100%; art, 90-100%.

Theatre, dance and multi-arts--"very low percentage."

No significant change expected over next five years.

Missouri

Music, 100%; art, 100%; theatre, 20%; dance, 16%; multi-arts, 20%.

Pennsylvania

"All students at the secondary level have elective arts courses available to them. Arts courses are required to be offered by the regulations of the state board of education." No change over past five years. More arts courses may happen, especially at junior high level.

QUESTION 9: WHAT PERCENTAGE OF THE TOTAL HIGH SCHOOL POPULATION IS ENROLLED IN ELECTIVE ARTS COURSES IN: MUSIC, ART, THEATRE, DANCE, MULTI-ARTS? (SOME DUPLICATION OF ENROLLMENTS MAY EXIST.) HOW HAS THIS CHANGED OVER THE LAST FIVE YEARS? WILL IT CHANGE OVER THE NEXT FIVE?

Kentucky

About 17% in art; slight increase during past five years, with an increase predicted during next five. No other data.

Mississippi

Art, approximately 5%; music, 11%; dance, 3/10%; drama, 1/10%.

There has been an increase, and an increase is foreseen for each year.

Ohio

Music, 10%; art, 10-20%; theatre, 2%; dance, 2%; multi-arts, 2%.

Enrollments have increased in art; others remained the same. It is expected that all will increase in future.

South Carolina

In 1976, about one of three students elected one or more arts courses, up from 22.4% in 1972.

Utah

Music, 17%; art, 22%; theatre, .09%; dance, .16%; multi-arts, .01%.

Oregon

No data.

Ontario

44.5%; on the increase, but declining enrollments may be a factor.

Colorado

Music, 20%; art, 30%; theatre, 3%; dance (part of physical education, if taught at all, except in one school); multi-arts, 0%.

Wisconsin

No data.

Virginia

Music and art, 20% (guess). "Much smaller percentage in other arts."

Missouri

Music, 32%; art, 31.6%; theatre, .5%; dance, .3%; multi-arts, .3%.

Pennsylvania

Music, 20-30%; art, 15-25%; theatre, 5-10%; dance, 3-7%; multi-arts, 10-15%.

Some growth over last five years; will continue, especially in dance theatre and TV/film.

QUESTION 10: HOW MANY CERTIFIED ELEMENTARY SCHOOL TEACHERS ARE ACTUALLY EMPLOYED IN THE STATE? SECONDARY TEACHERS? WILL IT BE DIFFERENT FIVE YEARS FROM NOW?

Kentucky

No data.

Mississippi

elementary: 12,370 secondary: 10,052
No predictions.

Ohio

elementary: 51,492 secondary: 47,853

South Carolina

elementary: 14,801 secondary: 11,007

Utah

elementary: 6,579 secondary: 6,293

Oregon

elementary: 13,114 secondary: 7,694

Other (1-9, 5-12, etc.): 1,052

Ontario

elementary: 57,807 secondary: 35,352 (declining)

trainable retarded: 851

Colorado

elementary: 15,859 secondary: 17,743

Wisconsin

elementary: 38,935 (public) 6,288 (non-public) secondary: 25,113 (public) 1,170 (non-public)

A decline is expected for all teachers, K-12 (e.g., Milwaukee school population has dropped from 130,000 in 1975 to 100,000 in 1977, and will probably level off at 70,000 in 1980).

Virginia

elementary: 31,645 secondary: 26,345

Missouri

elementary: 25,613 junior high: 18,888 secondary: 8,196

"Elementary will probably increase slightly" to lower pupil-teacher ratios.

Pennsylvania

kindergarten: 2,567 elementary: 47,678 secondary: 51,867

A drop of approximately 6% is expected in five years.

QUESTION 11: HOW MANY ARTS SPECIALISTS ARE EMPLOYED AT THE STATE LEVEL? WHAT ARE THEIR RESPONSIBILITIES?

Kentucky

Art education, 1; music education, 1.

Assist in divisional planning and staff development; curriculum development; accreditation evaluation visits; art teacher annual reports; attend and participate in professional meetings.

Mississippi

Art education, 1; music education, 1.

Ohio

Music, 1 (K-12); art, 1 (K-12); theatre, 1 (English, language arts, K-12); dance, 1 (physical education, K-12).

South Carolina

No data.

Utah

Music, 1; art, 1; theatre, 1 (language arts, and has no special theatre background); dance, 1 (physical education, and has no expertise).

All have K-12 responsibility as consultants to districts. Conduct in-service workshops. Do accreditation, curriculum development. Serve on specialty organizations. Work with teacher training institutions.

Oregon

Music, 1.

Ontario

None

Iowa

One consultant for all arts: planning, implementation and evaluation of local, state and federal projects. Liaison with Iowa Arts Council.

Wisconsin

No data.

Virginia

Music, 3; art, 2; dance, 1 (physical education); theatre, 1 (English).

Missouri

Only ½ FTE assigned to fine arts. Primary responsibility is liaison with state fine arts agencies.

Pennsylvania

No data--respondent supplied total specialist population in the state.

QUESTION 12: WHAT PERCENTAGE OF YOUR SCHOOL DISTRICTS EMPLOY A DIRECTOR FOR ARTS EDUCATION OR FOR EACH OF THE ARTS? WILL THIS CHANGE OVER THE NEXT FIVE YEARS?

Kentucky

Two percent employ art consultants.

Mississippi

Statewide: 1 full-time and 3 part-time LEA supervisors in art; 4 part-time supervisors in music.

Ohio

Music, 30%; art, 7%; theatre and dance, 0.

South Carolina

Art, 8%; music, 10%; dance and theatre, 0; percentages reflect 94 school districts.

Utah

None of the 40 districts have arts education directors. No district has an administrator of any sort who has sole responsibility for dance or theatre. One full-time district art supervisor, two half-time art supervisors. Five others have visual arts responsibilities but have little time to devote. Two districts have both elementary and secondary music supervisors, one has two full-time elementary specialists, one has one and one-half, one has three, two have half-time supervisors, three have persons responsible who do little. No changes are anticipated.

Oregon

There are 80 part-time music specialists (no full-time), three full-time art specialists, none in theatre, dance, or multi-arts.

Ontario

No data--less than half.

Iowa

About 20% of all districts have a director for arts or one in each of the arts. May increase if integrated approach develops.

Wisconsin

Less than 10% of the 436 districts employ full-time arts administrators. May decline slightly.

Virginia

Approximately 20-25% of school districts employ a director or supervisor in at least one of the arts.

Missouri

At least 98% (+) of the public school districts employ a director for music and for art. They may have some teaching responsibility, except in large districts.

Pennsylvania

Arts director or coordinator--4%. Art or music supervisor--25%.

More arts supervisors or coordinators expected over next five years, about 6%, for a total of about 10% of the 505 school districts in state.

QUESTION 13: WHAT ARE THE CERTIFICATION REQUIREMENTS FOR SPECIALISTS IN EACH OF THE FOLLOWING AREAS AT THE ELEMENTARY AND AT THE SECONDARY LEVEL: MUSIC, ART, THEATRE, DANCE, MULTI-ARTS?

Kentucky

Elementary: No specialists at this level.
Secondary (grades 7-12): 48 semester hours for art or music concentration area, 30 semester hours for art, music or drama-speech teaching major, and 21 semester hours for art, music or dramatics teaching minor; no mention of dance at any level.

Mississippi

Specialist "must hold a bachelor's degree in one of the art forms."

Ohio

	Elementary	Secondary (in sem. hours)
music	50	30
art	50	30
theatre	0	0
dance	0	0
multi-arts	0	60

Will probably remain the same; some effort to "eliminate the 30 semester hour secondary requirement in both art and music." Will try to establish theatre and dance certification.

South Carolina

Certification covers K-12; 42 semester hours for music, 24 for art, none for dance; drama is part of speech.

Utah

No elementary specialists. Secondary sepecialists: 40 quarter hours for teaching major, 22 for a minor. Art, music, speech-drama qualify as composite majors, but dance must be coupled with some other major subject for certification. Most colleges and universities require 60 quarter hours for teaching majors. No multi-arts certification. No changes expected over next five years.

Oregon

Basic art--36 quarter hours.
Standard art (K-12)--an additional 21 quarter hours.
Basic drama--42 quarter hours.

Standard drama--an additional 12 quarter hours.
Basic elementary music (K-9)--60 quarter hours, demonstrated vocal proficiency, completion of additional field experience.
Standard elementary music (K-9)--an additional 12 quarter hours.
Basic music (K-12)--60 quarter hours, supervised teaching or internship at both elementary and secondary levels.
Standard music (K-12)--an additional 12 quarter hours.

No specific dance requirements; may be taken as part of physical education.

Ontario

Honour degree and one year's teacher training.

Iowa

Art and music (K-12)--four-year teacher education program with art major, including supervised student teaching at elementary and secondary levels, methods at both levels, and a bachelor's degree from a recognized institution. No certification requirements for theatre, dance, or multi-arts.

Wisconsin

Art--broad field major: 59 semester hours; art education major with a minor: 34 semester hours; art minor: 22 semester hours (if teaching at secondary level, must complete major within 5 years).
Music--broad field major: 60 semester hours; music education major: 36 semester hours; music minor: 24 semester hours.
Drama--guidelines provided by respondent describe drama teacher proficiencies but no required hours.
Dance--no requirements supplied by respondent.

Virginia

Elementary endorsements (1-7, 4-7, or K-3)--in music or art: 6 semester hours.
Secondary endorsements--art: 30 semester hours; dramatics: 12 semester hours; music: 36 semester hours; dance--none listed.

Missouri

Art--K-12, 30 semester hours; K-9, 21 semester hours.
Music--K-12, 36 semester hours, instrumental; 36 semester hours, vocal; 40 semester hours, instrumental and vocal. K-9, 24 semester hours, instrumental; 24 semester hours, vocal; 28 semester hours, instrumental and vocal.
Theatre--7-12, 30 semester hours (as "speech and theatre"); 7-9, 21 semester hours (as "speech and theatre").
Dance: none.

Multi-arts (allied arts)--permanent certification in K-12 in art or music plus 6 semester hours in music or art, 6 semester hours in literature, and 6 semester hours in related arts (comprehensive approach to music, art, literature and drama); or permanent certification 7-12 in English plus 6 semester hours in art, 6 in music, and 6 in related arts.

QUESTION 14: HOW MANY CERTIFIED SPECIALISTS ARE THERE IN EACH OF THE ARTS AT THE ELEMENTARY AND AT THE SECONDARY LEVEL: MUSIC; ART; THEATRE; DANCE; MULTI-ARTS?

Kentucky

Art, 650 (K-12); music, 1,000. For approximately 750,000 students.

Mississippi

Music, 765; art, 217; dance, 5; theatre, 5. For approximately 500,000 students and 22,000 teachers.

Ohio

	Elementary	Secondary
Music:	1,800	3,200
Art:	1,000	2,000
Theatre:	0	0
Dance:	0	0
For approximately:	1,400,000 students	730,000 students
	51,000 teachers	48,000 teachers

South Carolina

Art, 600 (approximately half at elementary); music, 1,200 (slightly more at secondary); drama, 35 (all at secondary level); dance, no certification. For approximately 580,000 students and 26,000 teachers.

Utah

Elementary, none in art, dance, theatre or multi-arts; 6½ full-time equivalents in music. Secondary, no specialists "other than regular teachers." For approximately 314,000 students and 13,000 teachers.

Oregon

Elementary; music, 465; art, 67; theatre, (none--probably in English); dance, (none--probably in physical education); multi-arts, 0. For approximately 300,000 students and 13,000 teachers.

Secondary; music, 420; art, 445; theatre, (none--probably in English); dance, (none--probably in physical education); multi-arts, 0. For approximately 130,000 students and 8,000 teachers.

Ontario

No data.

Iowa

Music, 2,235; art, 1,325; theatre, 314 (certified English teachers); dance, no data. For approximately 590,000 students and 33,500 teachers.

Wisconsin

Music--instrumental: 621, high school; 282, junior high school, 701, elementary. Vocal: 501, high school, 199, junior high school; 1,036, elementary. Art--909, elementary; 303, junior high school, 753, high school. Theatre--77, high school. Dance--4, high school. For approximately 920,000 students and 54,000 teachers.

Virginia

Music--1,700. No figures on other arts, but art specialists are available in many school systems (not as many as music, however). Very few specialists exist in theatre and dance. "Specialists in visual arts continue to grow slowly."

Missouri

No data on employed teachers. "Certified teachers" shows:

	K-9	7-9	7-12	K-12	Total
art	870	442	1,238	4,164	6,714
instrumental music	298	72	788	4,664	5,822
vocal music	694	213	820	5,499	7,136
speech/drama	11	705	4,874	26	5,616
dance (no breakdown)					
allied arts	1	0	15	26	42

Pennsylvania

	Elementary	Secondary
music	2,300	3,000
art	1,700	2,000
theatre	25	600
dance (physical education)	50	200
multi-arts	25	100

For approximately 1,100,000 elementary and 1,100,000 secondary students.

QUESTION 15: WHAT ARE THE CERTIFICATION REQUIREMENTS FOR NON-SPECIALISTS WHO TEACH ARTS AT THE ELEMENTARY AND AT THE SECONDARY LEVEL: ART, MUSIC, THEATRE, DANCE, MULTI-ARTS? WILL THIS CHANGE OVER THE NEXT FIVE YEARS?

Kentucky

Elementary majors--3 hours of art; 3 hours of music.

Mississippi

No non-specialists teach arts on secondary level.

Ohio

Elementary: music, 4 semester hours; art, 4 semester hours; theatre, 0; dance, 4 semester hours in physical education; multi-arts, 0. May add certification in dance, theatre, and multi-arts. No non-specialists at secondary level.

South Carolina

At both levels: art, 4-6 hours; music, 4-6 hours. No requirements in dance, drama, or multi-arts, but "hope to have full certification in drama in the next five years."

Utah

"Non-specialists are not supposed to teach arts classes in Utah. School can lose accreditation or state funds if they persist in using non-certified people."

Oregon

Not specified.

Ontario

Not specified.

Iowa

Grades 1-8, self-contained: bachelor's degree (no credits specified). Grades 1-8, non self-contained: 20 hours in art, music; no requirements in theatre, dance, or multi-arts. Will probably not change, despite efforts of higher education institutions, arts and other education organizations, and citizen groups.

Wisconsin

Elementary--6 credits each in art and music; none in dance, minor certification in theatre. Only art and music education majors may teach specific courses in these subjects.

Virginia

No basic requirements in any of the arts--only if teacher wants to obtain an endorsement.

Missouri

Non-specialists not permitted to teach arts except at K-6 with supervision by certified specialist.

Pennsylvania

Not applicable in Pennsylvania except for elementary teachers.

Note: Question 16 did not elicit enough responses to warrant a summarization. The question was

> What percentage of non-specialists at the elementary level regularly teaches at least one of the arts? What percentage teaches two or more of the arts? Will this change over the next five years? (The same question for non-specialists at the secondary level.)

In part, we received no responses because the answer had already been given in previous questions (and reported in our summary). The question may also have been confusing, despite trials with several educators.

However, the survey for The Arts, Education and Americans found that 37 states place responsibility for teaching arts on the elementary level on the classroom teacher. Only 4 states expect specialists to function at this level.

APPENDIX A

State and Provincial Arts Educators Contacted in AIT Survey

Bob Barton
Ontario Teacher Education College
951 Carlaw Avenue
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Canada

Delee Cameron*
Program Consultant
Radio and Tape Production
Development Division
Department of Education
2220 College Avenue
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Canada

Daniel Cannon
Chairman, Art Department
Oregon College of Education
Monmouth, Oregon 97361

Earl L. Collins
Supervisor of Art Education
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

Thomas Hatfield
Supervisor of Art Education
Office of General Education
State Department of Education
Columbia, South Carolina 29201

Richard King
Coordinator of Curriculum
State Department of Education
Jefferson City, Missouri 65101

Laura Magee
Arts Education Consultant
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Clyde M. McGeary
Chief, Bureau of Curriculum Services
Department of Education
Box 911
Harrisburg, Pennsylvania 17126

Ernest A. Mills**
Bureau of Visual Arts and Humanities Education
State Department of Education
Albany, New York 12234

Baylor E. Nichols
Supervisor of Art Education
Department of Education
1322-28 E. Grace Street
Richmond, Virginia 23216

Sandra Nicola
Art Consultant
State Department of Education
Division of Instruction
P. O. Box 771
Jackson, Mississippi 39205

Charles B. Stubbs
Specialist, Art Education
Utah State Board of Education
250 East Fifth South
Salt Lake City, Utah 84111

Merv Thornton ***
Associate Director for Curriculum
Alberta Education
10105-109 Street
Edmonton, Alberta T5J 2V2
Canada

Jerry Tollifson
Art Education Consultant
Department of Education
65 South Front Street
Columbus, Ohio 43215

Ruth West
Art Education Consultant
Department of Education
Capital Plaza Tower, Room 1827
Frankfort, Kentucky 40601

* A reply from Saskatchewan was received too late to include in the body of the reports. In general, the responses were in line with the trends noted in the status of arts education summary. Five well-prepared curriculum guides were received; one, on modern dance, was unique, the only such guide received, covering suggested curricula for grades 7-12.

** No response to questionnaire

*** Replies from this respondent were received too late to be included in the body of the report. However, it should be noted that AIT received detailed curriculum guides for art and music, K-12, and a curriculum outline for drama, junior and senior high school levels. In general, responses from Alberta were also in line with trends and patterns described in the text of the report.

APPENDIX B

The following individuals received notice of the state arts education survey to be conducted in their states:

Nancy Bauer - Wisconsin
Jon Cecil - Iowa
John Christopher - Pennsylvania
Bernarr Cooper - New York
Mary Elizabeth Dalton - Virginia
Virginia Fox - Kentucky
Hal Gardner - Missouri
Clyde Green - South Carolina
Jim Grover - Ohio
Harry Hinkle - Kentucky
Dick King - Missouri
LeRoy Lindeman - Utah
Ben ie Lucroy - Mississippi
Russ Mosely - Wisconsin
Jim Sanner - Oregon

APPENDIX C

State Arts Education Questionnaire

NASDAE

NATIONAL ASSOCIATION OF STATE DIRECTORS OF ART EDUCATION

State Education Department
Bureau of Visual Arts and Humanities
Room 681 E.B.A
Washington Avenue
Albany, New York 12234
November 29, 1977

Dear Fellow Art Supervisor:

The Agency for Instructional Television (AIT), a non-profit American-Canadian organization that develops and distributes telecourses in a wide variety of subject areas, is currently exploring the need for television materials in arts education. As part of their preliminary investigation, they are assessing the status of arts education in the public schools. To obtain this information, they must first reach those at the state level who have the necessary scope and resources to respond to questions about past, present, and future.

Jerry Tollifson, Art Education Consultant for the State of Ohio, has kindly suggested that the National Association of State Directors of Art Education provides the ideal vehicle for gathering this information for the agency.

The enclosed questionnaire is being sent to a select group of art supervisors of states representing a broad range of size, enrollment and expenditure, as well as geographical locations.

Your efforts in providing the information requested will be greatly appreciated. The results of the survey will be provided to all NASDAE members.

Sincerely yours,

E. Andrew Mills

E. Andrew Mills
President

EAM:tg
Enc.

Name: _____

Position and State: _____

Please use this sheet for your answers. Add extra sheets as needed. If any questions are unanswerable, indicate the reason(s) why you cannot respond. Where a question calls for data-based responses, please indicate whether your response is, in fact, based on data or is your best educated guess. We hope you can complete the questionnaire and send us your replies by December 19. Mail your answer in the enclosed envelope. (You may retain the questionnaire if you wish.)

If you need to get responses from another subject-matter person, please duplicate this page and give it to the appropriate respondent. Then synthesize those responses and your own and mail one reply per question.

Thank you for your cooperation.

Question #	Your Answer
1.	

CURRICULUM

1. What are your state's arts education requirements for students at the elementary level? Secondary level? How does this differ from five years ago? Do you anticipate specific changes over the next five?

2. What is the average high school's ratio of total courses taught to arts courses taught? Please break them down:

   all subjects : music
   " : art
   " : theatre
   " : dance
   " : multi-arts

   Has this changed over the last five years? Will it change over the next five?

3. Has your state recently implemented (or do you plan to implement) any unusual and innovative arts programs for the schools?

4. To what extent is a multi-disciplinary or integrated approach used in arts education on the elementary level? Secondary level? Will this change over the next five years?

5. Has the arts curriculum in the state public schools been cut back over the last five years? What do you foresee over the next five?

6. Is there a written statement of your state's curriculum objectives for arts education (or any of the individual arts)? If yes, may we have a copy? If no, can you make a personal statement of the objectives, as you see them?

STUDENTS

7. How many elementary public school pupils are enrolled in the state? Secondary school? What will enrollments be like five years from now?

8. What percentage of high school students have elective courses available to them in: music; art; theatre; dance; multi-arts? (Note: Please disregard any course prerequisites.) Has this changed over the last five years? Will it change over the next five?

9. What percentage of the total high school population is enrolled in elective arts courses in: music; art; theatre; dance; multi-arts? (Some duplication of enrollments may exist.) How has this changed over the last five years? Will it change over the next five?

TEACHERS

10. How many certified elementary school teachers are actively employed in the state? Secondary teachers? Will it be different five years from now?

11. How many arts specialists are employed at the state level? What are their responsibilities?

12. What percentage of your school district employs a director for arts education or for each of the arts? Will this change over the next five years?

13. What are the certification requirements for specialists in each of the following areas at the elementary and at the secondary level: music; art; theatre; dance; multi-arts?

14. How many certified specialists are there in each of the arts at the elementary and at the secondary level: music; art; theatre; dance; multi-arts?

15. What are the certification requirements for non-specialists who teach arts at the elementary and at the secondary level: music; art; theatre; dance; multi-arts? Will this change over the next five years?

16. What percentage of non-specialists at the elementary level regularly teaches at least one of the arts? What percentage teaches two or more of the arts? Will this change over the next five years? (The same question for non-specialists at the secondary level.)

AIT RESEARCH PUBLICATIONS

This publications list includes research reports from AIT and its predecessor organizations, NITL, NCSCT, and NIT. Most of these reports were distributed widely. However, some were written for internal documentation and are generally unavailable to a larger audience. Many of the out-of-print reports (marked with an asterisk) are available through the ERIC system. Other materials may be obtained from AIT and from the ERIC system (ED numbers are included for such reports).

The Evaluation of Instructional Television. NITL, December 1963.*

The Status of Instructional Television. NITL, March 1964.*

An Assessment of Instructional Television: 1966-1968. $2.00 per set, .40 each (ED 083 800)
Instructional Television in Art Education
Instructional Television in Music Education
Instructional Television in Foreign Language Education
Television in Health and Physical Education
Television in Language Arts Education
Television in Mathematics Education
Television in Social Studies Education

Television in Higher Education: Social Work Education. NCSCT, 1966. .50 (ED 083 801)

One Week of Educational Television, Number 4. Morse Communication Research Center, Brandeis University and National Center for School and College Television, NCSCT, 1966* (ED 082 529)

Guidelines for Art Instruction Through Television for the Elementary Schools. NCSCT, 1967. $2.00

Television Guidelines for early Childhood Education. NITC, 1969. $2.00 (ED 040 739)

One Week of Educational Television, Number 5. National Education Television and the National Instructional Television Center, NITC, 1969. $2.50 (ED 029-501)

Continuing Public Education Broadcasting. NITC, September 1969. $3.50 (ED 038 042)

"Ready? Set . . . Go!"—A Preliminary Evaluation. NITC, 1969.*

The Analysis of Attention to a "Ripples" Encounter. NITC, 1970.*

Report of "Ripples" Evaluation Activities to the Consortium Members. NITC, July 1970. No Charge.

One Week of Educational Television, Number 6. National Instructional Television Center and the Corporation for Public Broadcasting, NITC, 1971. $2.50 (ED 050 572)

"Images & Things" Evaluation Report to Consortium Members. NITC. September 1971. No Charge.

Cause & Affect: Summary Report to the Contemporary II. NITC, March 1972.*

The "Inside/Out" Evaluation: The First Five Programs, Parts I and II. Bureau of Public Discussion, Indiana University, July 1972. $5.00 (ED 070 250 and ED 070 251)

"Ripples" Use: A Second-Year Survey. NITC, Fall 1972.*

"Images & Things" Content Analysis. North Texas State University, 1972.*

Research Report: "Inside/Out" Teacher's Guide Survey. NITC, May 1973.*

Consortium Agency Utilization and Promotion Activities for "Inside/Out." NITC, Fall 1973.*

Decision-Oriented Research in School Television. AIT, September 1973.* (ED 082 536)

"Ripples": A Third-Year Survey. AIT, December 1973. No Charge.

Research Memo: The Use of the "Inside/Out" Soundsheet. AIT, January 1974.*

Research Memo: Teachers' Opinions of "A Matter of Fact" Program Posters. AIT, August 1974.*

Report on Evaluation Activities of the "Bread & Butterflies" Project. Educational Testing Service and AIT, October 1974. $3.00 (ED 097 921)

Research Memo: Television/Film Series on Essential Learning Skills. AIT, October 1974.*

Preliminary Formative Evaluation Report: "Pressure Makes Perfect." AIT, April 1975.*

Preliminary Formative Evaluation Report: "Trying Times." AIT, August 1975.*

Formative Evaluation of "Self Incorporated" Programs (Research Report Number 30). AIT, January 1976. $5.00 (ED 119 712) Summary. (ED 119 711)

"Inside/Out" Teacher's Guide Survey (Research Report Number 31). February 1976. No Charge.

"Bread & Butterflies" Teacher's Guide Survey (Research Report Number 32) in preparation.

Technical Report: AITGRAF: The AIT Classroom Interaction Analysis Graphing Program (Research Report Number 33.) October 1976. No Charge.

Teachers' Opinions about the Viewer's Guide for The Parent Crunch *from "The Heart of Teaching" Series* (Research Report Number 34). March 1976. No Charge.

Formative Evaluation of "MeasureMetric" Program on Length (Research Report Number 35). May 1976.*

Research on the Format and Style of "The Heart of Teaching" Viewer's Guide (Research Report Number 36). September 1976. No Charge.

"Stories From 'Inside/Out'," Its Availability and Use (Research Report Number 37). June 1976. No Charge.

A Compilation of Instructional Television Series for Secondary School Use (Research Report Number 38). June 1976. No Charge.

Responses to the Essential Skills Television Project Orientation Program (Research Report Number 39). August 1976.*

An Evaluation of "The Heart of Teaching" Leadership Training Institute (Research Report Number 40). August 1976.*

Responses to the Questionnaire included in "The Essential Skills Television Project: A Working Document" (Research Report Number 41). September, 1976.*

Review of Economic Education Design Team Draft Reports (Research Report Number 42). September, 1976.*

A Survey of the Individual Program Teacher Guides for "Self Incorporated" (Research Report Number 43). November, 1976.

Formative Evaluation of Economic Project Television Scenarios: Part I (Research Report #44). December, 1976.

AITATTN: The AIT Attention Plotting Program (Research Report #45). January, 1977.

Affective Films for the Hearing Impaired Child: A Test of Captioned "Inside/Out" Programs (Research Report #46). April, 1977.

A Challenging Picture: The Status of ITV Utilization in Secondary Schools (Research Report #47). June, 1977.

Research on the Use of Television in Secondary Schools (Research Report #48). June, 1977.

Economic Education Consortium Script Review Procedures (Research Report #49). June, 1977.*

Formative Evaluation of "Trade-offs" Television Scenarios: Part II (Research Report #50). July, 1977.

School Television in the Archdiocese of New York (Research Report 51). July 1977.

The ITV Experience at Evanston Township High School (Research Report 52). July 1977.

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